

Rhode Island Department of Education  
Office for Diverse Learners

School Support System Report and Support Plan for the  
North Smithfield Public School System  
February 2009

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Focused Monitoring**

#### Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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North Smithfield Public School System  
School Support System Review  
February 2009

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The mission of the North Smithfield Public Schools is to prepare each student to be a successful and responsible member of society.</p> <p>The guiding beliefs are:</p> <ul style="list-style-type: none"> <li>-All students can achieve success through high standards and expectations</li> <li>-Education is a shared responsibility among students, families, schools and community</li> <li>-Mutual respect and social responsibility are fundamental expectations within the educational community</li> <li>-Effective educational practice is based on inquiry and research</li> <li>-We have a commitment to reflect, assess and constantly improve our practice</li> <li>-Education and learning are life-long endeavors</li> <li>-Investing in the education of our children's benefits</li> </ul>	Document Review		
Performance	2	<p>The vision of the North Smithfield School Department, in partnership with the community, meets the educational needs of all students.</p> <ul style="list-style-type: none"> <li>-[To] provide a safe educational environment which fosters active, challenging learning experiences</li> <li>-[To] challenge all our students to reach their greatest potential by setting high expectations and providing quality resources, curriculum and instruction.</li> </ul>	Document Review		
Performance	3	<p>North Smithfield Public School has five overarching strategies. Each of these strategies has a myriad of objectives. The strategies are as follows:</p> <ul style="list-style-type: none"> <li>1.0 To improve students achievement in mathematics and English/language arts</li> <li>2.0 To Improve curriculum through an on-going process of planning, design, implementation and evaluation</li> <li>3.0 To develop a process that keeps all stakeholders</li> </ul>	Document Review		

		<p>informed and involved in vital educational issues</p> <p>4.0 To provide and maintain district-wide infrastructure/technology to prepare students for a global community</p> <p>5.0 To implement the requirements of the RI Regents Regulations for High Schools</p>			
Performance	4	During the 2007-2008 school year the district contracted with a consultant to evaluate their special education programs and overall structure. Based on the consultant's report the district developed a special education district redesign and reorganization plan. The plan outlines objectives that will be achieved in order to affect the redesign. Thus far, the district has provided three days of special education in-service. Other plans to work towards the special education reorganization are in progress.	Document\ Review		
Performance	5	At the elementary and high school level there were current school improvement plans. The newly constructed middle school "North Smithfield Middle School" just opened for the 2008-2009 school year as a separate educational setting for 460 middle level students' grades six through eight. With this major transition for both faculty and students a number of middle level initiatives are emerging towards a more structured model and/or process. Currently, the middle school administration and faculty are in the process of developing a school improvement plan focused on the middle level school reform and guided by the district strategic plan. The North Smithfield Middle School, School Improvement Plan, is targeted for completion by June of 2009. The middle school's school improvement team held its first meeting in December 2008 and is comprised of school administrators, general and special educators and parents.	Interviews Document Review		
Performance/ Compliance	6	At the elementary level, traditional Teacher Support Teams (TST) teams are in place. There is a commitment to move	Interviews Document	Establish Response to Intervention policies and procedures district wide	Staff provided w/policies,

	<p>forward with planning and organizing a Response to Intervention process. Effort has been made to implement some Response to Intervention interventions. Staff have been assigned time to support students using interventions. Despite training/professional development from the Pupil Personnel Office, staff are unclear about the concepts/progress monitoring/interventions and overall structure of Response to Intervention.</p> <p>Response to Intervention at North Smithfield Middle School had not yet been established. Administration and faculty at the middle school are in the process of collecting research-based best practice for structure, development, information collection, documentation and progress monitoring strategies to implement an Response to Intervention initiative.</p> <p>The high school has a Teacher Support Team. Staff were unaware of Response to Intervention and overall structured Response to Intervention processes for students (academic and behavioral).</p> <p>(RI Regulation 300.309)</p>	Review	<p>in Handbook form. Provide on-going professional development in Response to Intervention policies and procedures. Professional development to be provided on progress monitoring and Response to Intervention through SSIS. Professional development to be provided on progress monitoring. Intervention strategies to be shared. TST has become SSIS – Student Support for Intervening Services – with the focus being on students, not teachers. Data collection system adoption district wide will be sought. Immediately and ongoing. Progress check : November 2009, March 2010</p> <p>Establish Response to Intervention policies and procedures district wide in Handbook form. Provide on-going professional development in Response to Intervention policies and procedures. Professional development to be provided on progress monitoring and Response to Intervention through SSIS. District will be adopting a Response to Intervention /data collection on line system. TST has become SSIS – Student Support for Intervening Services – with the focus being on students, not teachers. Data collection system adoption district wide will be sought.</p>	<p>procedures and guidance for the following areas:</p> <p>504 Handbook completed by PPSP Director with input from district administrative leadership team and PPSP staff.</p> <p>Parent, Teacher, Student Handbook completed –details RTI, SpEd and ET process. Handbook drafts were sent to district administrators, PPSP staff, and SELAC for input. Revisions were made accordingly.</p> <p>ELL Handbook completed by ELL coordinators, ESL teacher, and PPSP Director. Approved by administrative leadership team and superintendent.</p> <p>TST is now called SST</p>
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				<p>Immediately and ongoing. Progress check : November 2009, March 2010</p> <p>Establish RTI policies and procedures district wide in Handbook form. Provide on-going PD in Response to Intervention policies and procedures. PD to be provided on progress monitoring and Response to Intervention through SSIS. Intervention strategies to be shared. TST has become SSIS – Student Support for Intervening Services – with the focus being on students, not teachers. Data collection system adoption district wide will be sought. Immediately and ongoing. Progress check : November 2009, March 2010</p>	<p>RTI presentation given to faculties by school psychologist, Dr. Mary Ellen Tillotson</p> <p>Tiers 1, 2, and 3 were clearly defined. District still lacks a comprehensive Universal screener, however.</p> <p>The HS has been slow to implement a SST process. The superintendent has given a directive that all SST 's must be in place by January 2010.</p>
Performance	7	<p>The North Smithfield Public School's local advisory committee (LAC ) meets on a regular basis and has had consistent leadership for the past several years. Their current focus has been on establishing friendship groups at schools throughout the district. At the elementary level they are beginning with preschool through third grade via reading social stores about children who have disabilities. At the first through fifth grade level they are targeting the development of a peer friendship group via a "lunch bunch" group where typical peers share lunch with students in the language based classroom. A more extensive program is envisioned for fourth and fifth grade students to expand social interaction groups to other school-based activities. They have also met with Best Buddy's International to explore the possibility of bringing</p>	Interviews		



		that program to the district. They hope to start at the middle school in March with that endeavor. This will involve students (general and special education) who are socially isolated. They anticipate, at some point in the future, bringing that program to the high school. They expressed satisfaction and support for the Pupil Personnel Director as well as the Superintendent and all building –based administrators.			
Performance	8	Throughout the North Smithfield school district there are a number of partnerships supporting learning opportunities for faculty, parents and students. The following are some examples of some of those partnerships: CASSP/CAITS (child and adolescent treatment center) Northern Rhode Island Community Services Family Resources RI Parent Information Network (RIPIN) Parent Support Network of Rhode Island State Special Education Advisory Committee Grodin Center RI Autism Project	Interviews Document Review		
Performance	9	At all school levels there are monthly faculty meetings and at the secondary level (middle and high school) there are monthly department meetings. At the middle level there are structured common planning time, however, not all team members can attend common planning meetings due to scheduling of duties and other teaching responsibilities. For example, currently not all special education staff are scheduled to participate in common planning, as they have duties such as covering for the adaptive physical education (APE) room/and or other duties	Interviews		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Based on the FY July 1, 2007 – June 30, 2008 State Performance Plan information on North Smithfield's Program Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 63.16%. (RI District Average is 62.85%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 9.54% (RI District Average is 18.11%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.32% (RI District Average is 4.85%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target. North Smithfield is not discrepant in any of the above data categories.</p>	State Performance Plan (SPP) Review		
Performance	2	<p>Preschool outreach is a contracted service with Northwest Region. Staff reported that there have been two outreach screenings held and a third one scheduled. The child outreach services run smoothly.</p> <p>Pupil Personnel Services provides coordination between students coming into the district from local preschools. Staff reported frequently being notified one week prior to the student's arrival. Documentation of timely transition efforts are also a concern. For example, there is a set of twins who were slated to enter the program in November. It is unclear what documentation the district has to support their attempt(s) at supporting the transition of the students.</p>	Interviews Document Review		

Compliance	3	At the elementary level students with disabilities are serviced at each grade level in either an “inclusive classroom” or with resource classroom support. The “inclusion classroom” is staffed with a general education teacher and a special education teacher. Staff stated that it was their perception that students with IEPs who are in the “inclusion room” receive instruction separately rather than with their general education peers in the same classroom This was also a finding/observation of the independent consultant. It is a FAPE concern/issue. (RI Regulations 300.114).	Interviews Document Review	Establish a special education task force to develop a larger continuum of services. Task force will recommend criteria for program continuum array. A LRE/program continuum guidance document will be adopted by the district. Immediately and ongoing. Progress check : November 2009	Special Education reorganization completed. A new continuum of services was developed by an advisory group.
Performance		Resource Support is provided using a pull -out model. Students receive service in groups of 4-6 children.			Assurances provided that services specified within IEPs are being met.
Compliance		At Halliwell the resource teacher has 25 students who are spread across seven classrooms. The resource teacher is unable to provide services outlined in some of the students IEPs. This is a FAPE concern/issue. The district received specific student examples of this concern. Also at Halliwell, 6 students have been identified as “not always” receiving the services outlined on their IEPs due to the resource teacher needing to attend meetings and test students. It is reported that they miss service several times a week. The district received specific student examples of this concern (RI Regulations 300.114 and Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements).		Review IEP service times, service provider schedule, and census data to align. Provide service hours specified on IEP. Written guidelines for IEP teams and case manager developed. Immediately and ongoing. Progress check : June 2009	Re-evaluation process updated and reviewed w/PPSD staff.
Compliance		At North Smithfield Elementary School there is a language based classroom (LBC) which is made up of 3 <sup>rd</sup> and 4 <sup>th</sup> grade students. Primarily, it is a self-contained classroom where the students are mainstreamed for electives. Currently the 4 <sup>th</sup> grade students do not have access to the 4 <sup>th</sup> grade curriculum – they are accessing the 3 <sup>rd</sup> grade curriculum (This is a FAPE concern/issue. RI Regulations		Written documentation for parental consent for placement will be provided. Documentation will be forwarded to PPCD director. Students will be provided with access and equity for 4 <sup>th</sup> grade curriculum under AAGSSE’s.	Inclusion as a placement was eliminated as part of the district’s restructuring efforts.

		<p>300.114 and 300.101.)</p> <p>Inclusion room placement is driven by the “need to be in the inclusion room”. This is a systemic FAPE issue as the term “inclusion” is used as a placement term for students. (RI Regulations 300.114). In addition, because of the fact that there is only one inclusion per grade the same students with IEPs deemed “inclusion” students have been together for a long time.</p>		<p>Student will no longer run in “inclusion cohorts”. IEP Teams will utilize LRE checklist. Immediately and ongoing. Progress check : June 2009</p>	
Performance/ Compliance	4	<p>The North Smithfield Middle School is a newly constructed building providing an educational setting for sixth through eighth grades. There are currently 460 students attending the middle school. Of that total 71 students receive specialized instruction as directed by their IEPs.</p> <p>Specialized instruction at the middle level is facilitated through pull-out resource support (resource rooms), an “inclusion class” at each grade level along with an intensive instruction/self-contained inclusion class.</p> <p>“Inclusion classes” at each level provide students with intensive instruction in English language arts, math and reading for identified students. Students participating in inclusion classes attend social studies supported by either the special educator or teacher assistant. In addition, students may have a resource period. It is unclear how students are scheduled for “inclusion” classes versus “non-inclusion” classes or who goes with the special educator versus the teacher assistant. Again, this is a systemic FAPE issue as the term “inclusion” is used as a placement term for students. This trend is clear throughout the district. (RI Regulations 300.114).</p> <p>At the sixth grade level, classes follow an elementary model with students having one teacher for all academic</p>	Interviews Document Review	<p>Establish a special education task force to develop a larger continuum of services. Task force will recommend criteria for program continuum array. A LRE/program continuum guidance document will be adopted by the district. IEP Teams will utilize LRE guidance document. Immediately and ongoing. Progress check : November 2009</p> <p>Establish a special education task force to develop a larger continuum of services. Task force will recommend criteria for program continuum array. A LRE/program continuum guidance document will be adopted by the district. Immediately and ongoing. Progress</p>	<p>Inclusion as a placement was eliminated as part of the district’s restructuring efforts.</p> <p>Special education students are being reviewed presently for next year’s schedule first. Staffing analyses for next year have already been submitted by building principals. Projected instructional groupings are being made by case managers based on assessment data and progress to date. Staffing will be assigned based on the above process.</p>

	<p>subjects. There are six, 6<sup>th</sup> grade classrooms. One class is designated an “inclusion class” which is co-taught.</p> <p>There is one grade level team for the seventh and one for the eighth grade along with a seventh/eighth grade split (the Bridge Team).</p> <p>One class setting provides intensive instruction in math, English skills, science skills and reading for four students (two of which are eligible for alternate assessments) along with supporting three students in the general education setting as an inclusion opportunity. Alternate assessments require both life skills development and community exploration. For the two students participating in alternate assessment, access to a life skills setting which includes access to family consumer science activities (cooking etc.) along with community–based excursions are currently not available to support the assessment requirements. This is a FAPE issue/concern as well as equity of access (RI Regulations 300.114 and RI Regulations 300.39).</p> <p>All resource support is provided in a resource class. Students are provided their specialized instruction in a separate setting (resource room/pull-out model) five days a week regardless of whether it is required by their IEP. This is a FAPE concern (RI Regulations 300.114). Students receive a grade for resource/specialized instruction by their resource teacher. The resource period is additionally utilized for related service provision such as speech, occupational therapy, physical therapy, etc as determined by each child’s IEP.</p> <p>In some cases, students IEPs state they require resource support five (5) days a week, for 45 minutes in addition to related service support 30 minutes per week. These students are taken out of their resource setting to be provided the required related service supports thus not</p>		<p>check : November 2009</p> <p>Provide students under alternate assessment with access to life skills and community based opportunity to support the assessment requirements. Expand transition services opportunities to Middle School students. Immediately and ongoing. Progress check : November 2009</p> <p>Establish a special education task force to develop a larger continuum of services. Task force will recommend criteria for program continuum array. A LRE/program continuum guidance document will be adopted by the district. . IEP service times will align with a student’s IEP. Students will be provided with general education instruction less time specified within a student’s IEP, if it requires a separate setting. IEP Teams will</p>	<p>Middle School Advisories were created on a daily basis from 7:22-7:36 am every morning.</p> <p>The new continuum of services has prioritized scheduling for special needs students first.</p>
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		<p>fulfilling the requirements of the IEP. The district was given specific student examples of this concern.</p> <p>Some students attending the resource period do not, per their IEP, require the 5 days a week 45 minute schedule. The district was given specific student examples of this concern. Most of the parents of the students noted above have been informed regarding the resource period informally. Resource is in lue of an elective (art, music, etc). This is a FAPE concern/issue concern (RI Regulations 300.114).</p> <p>Currently at the middle level the advisory initiative has not been established.</p>		<p>reconvene to align services and IEP as needed Immediately and ongoing. Progress check : November 2009</p> <p>Establish a special education task force to develop a larger continuum of services. Task force will recommend criteria for program continuum array. A LRE/program continuum guidance document will be adopted by the district. . IEP service times will align with a student's IEP. Students will be provided with general education instruction less time specified within a student's IEP, if it requires a separate setting. Immediately and ongoing. Progress check : November 2009</p> <p>Establish a special education task force to develop a larger continuum of services. Task force will recommend criteria for program continuum array. A LRE/program continuum guidance document will be adopted by the district. IEP service times will align with a student's IEP. Students will be provided with general education instruction less time specified within a student's IEP, if it requires a separate setting.</p> <p>Middle School advisories will be established.</p>	
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				Immediately and ongoing. Progress check : November 2009	
Performance	5	At the high school the general education teachers receive a course roster with a code. The code tells them who has an IEP in addition to other information. They are required to go to the guidance office and review their respective student's IEPs by a certain date. They sign off in guidance that they did this task. They can return to guidance and review the IEP at any time during the year as needed.	Interviews		
Performance/ Compliance	6	<p>The high school has 600 students and approximately 156 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> <li>-One class for students who are severe/profound (Life Skills)</li> <li>-Small group classes (self-contained) for students who need targeted instruction (ELA, math)</li> <li>-“Inclusion” classes (one special educator and teacher assistant per grade. The special educator and teacher assistant provide ongoing support in a variety of classes</li> </ul>	Interviews Document Review	Establish a special education task force to develop a larger continuum of services. Task force will recommend criteria for program continuum array. A LRE/program continuum guidance document will be adopted by the district. . IEP service times will align with a student's IEP. Students will be provided with general education instruction less time specified within a student's IEP, if it requires a	Students with any diverse needs (specialized services, ELL, Medical, Health, etc) are now flagged within the district's student information system to allow personnel to know immediately of a student's status.

	<p>covering all subject areas). One area that the district self-identified was reworking the term “inclusion” class so it is no longer defined as a placement. Some replacement terminology suggested was co-teaching and collaborative class. This is still in the concept phase as all teachers interviewed referred to the term “inclusion” as a placement option. Special education “inclusion” teachers are assigned by grade. There is a group of students with IEPs who are assigned to all classes with the inclusion teacher or teacher assistants (example: approximately 14 are assigned to “inclusion” classes in the 10<sup>th</sup> grade, there are 19 assigned to the 9<sup>th</sup> grade). There are “inclusion” classes at the 9, 10, and 11<sup>th</sup> grade. There are no “inclusion” classes at the 12<sup>th</sup> grade. Some general educators reported that any student with an IEP who is deemed an “inclusive student” should have a special educator or teacher assistant in that class along with the general educator. Further, interview team members observed a situation where a special educator was assigned an “inclusive class” and had a caseload of “inclusion” students in that class that the special educator worked with. This special educator was not aware of who were the other students in the class who also has IEPs although the content area teacher was aware of whom those students were. It is also unclear how students are scheduled for “inclusion” classes versus “non-inclusion” classes or who goes with the special educator versus the teacher assistant. This is a FAPE concern/issue concern (RI Regulations 300.114).</p> <p>--Resource students attend resource every other day (students receive a course credit for this class). According to administration, resource is a combination of three tenants. First, work on IEP goals and objectives, second, work on course assignments and third, project and transition goals. There is no formal structure of time allotment for these tenants; hence, some teachers reported</p>		<p>separate setting. Roles and responsibilities between regular education and special education teachers will be established. In-service training on co-teaching and co-teaching models will be provided. Students will be placed according to need and not the convenience of scheduling. A larger continuum of services will be provided for placement recommendations. The clinical team schedule will be reviewed and assessed for meeting the clinical needs of students. Immediately and ongoing. Progress check : November 2009</p>	<p>Student profile sheets were developed and distributed to classroom teachers of special needs students. Larger continuum of services was created and is now in place PK-12.</p> <p>Inclusion as a placement was eliminated.</p> <p>12<sup>th</sup> grade students’ services are based on need and specifics of IEP; continuum of services placement consistent with PK-11.</p> <p>Course description for specialized instructional classes developed.</p> <p>School social worker and school psychologist continue to split services at the secondary level.</p>
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		<p>having their students working primarily on course assignments.</p> <p>The high school social worker and psychologist divide their time between the high school and the middle school. Both participate in the IEP meetings and evaluation team process.</p>			<p>The district is looking to expand those services for the 10—11 school year to 1.0 FTE for the school social worker.</p>
Performance/ Compliance	7	<p>North Smithfield High School has chosen portfolio and end of course exams for the high school proficiency based graduation requirements (PBGR). There are approximately 9 students in the Life Skills program with 3 students being 17 years of age or older, however, only the oldest student is putting together a portfolio comprised of documentation from the students community-based work activities. This is a FAPE/LRE issue and an equity of access issue (RI Regulations 300.39 and 300.114). The end of course exam in the Life Skills class was comprised of one life skills assessment for all academic areas. There are departmentalized self-contained classes (math, ELA, social studies and science) where students work on portfolio items in these classes. End of course exams are developed by the individual special education teacher. These exams may or may not be aligned to the general education content teacher's end of course exams. The PBGR process started during the 2007-2008 school year and is a work in progress.</p>	Interviews Document Review	<p>FLS students will fulfill the same PBGR requirements unless otherwise specified in the student's IEP under alternate assessment. Community based work activities will be recorded and sent to the PPSP. FLS case manager and service provider will provide portfolio committee of alternate assessment that meets PBGR requirements. Immediately and ongoing. Progress check : November 2009</p>	<p>Special Education students exiting from HS with a diploma is consistent with regular education peers and now includes the end of the year proficiency requirement standards.</p>

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	State Performance Plan/ Annual Performance Report measures the percent of children with parental consent for an <u>initial</u> evaluation, who were evaluated within 60 days as stated in the state and federal regulations. Per regulatory requirement adherence is set at 100% compliance. North Smithfield is at 67% compliance. (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements.)	State Performance Plan (SPP)	Initial evaluations will be completed within 60 days. If the ET is awaiting the completion of an outside evaluation in order to make an eligibility determination, the ET will convene within the 60 day time line to determine next steps and set an appropriate time line to reconvene upon receipt of the outside evaluation that is required to complete the eligibility process and to document the process. Immediately and ongoing. Progress check : November 2009	SPP Indicator Action plan developed and revised according to RIDE specifications
Performance	2	<p>Staff reported that in the past students frequently went many years without being reevaluated or having any formal data to inform the education process. This year central office made the decision to have all students in the district take the WIAT II as a data baseline. This is a new process and was perceived by teachers are being overwhelming, time consuming and as taking them away from their classroom teaching responsibilities. The district psychologist has been providing some training and support to teachers throughout the district on the WIAT II.</p> <p>Special educators have been trained to facilitate and score the WIAT II assessment. As directed by central administration the assessment is to be provided annually prior to students IEP meeting with the intent to inform the process in determining individual student need. Faculty reported that the training was unclear and that there remain some aspects of the professional development that the teachers felt were not consistent (i.e. looking at age and or grade norms, student disability factor, small group</p>	Interviews Document Review		

Compliance	<p>testing, components being tested for in different order, relationship to the DRS, and the linkage to the current curriculum along with the time to administer the actual test). These issues were addressed by the Pupil Personnel Director in a memo. Staff were directed to follow the testing protocols outlined in the testing manual as opposed to the conflicting information that was told to them at the training. The assessment tool was not available until November of this school year. Students requiring annual IEP meetings prior to the WIAT II being facilitated were deferred until the assessment was completed including those students whose three year reevaluation determination was to be decided.</p> <p>Students who had IEP meetings scheduled to be held before this time frame were put on hold until the WIAT II testing is completed for each student. Families have been informed in regard to the process informally. (i.e., phone calls and hallway chats, etc.) but no clear/consistent documentation process seen in any records (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements). Subsequent follow up parent interviews indicated that a form for some students with overdue IEPs was sent home and parents asked to sign/return the form if they agreed to an extension of the IEP process. Parents indicated that this form was new to them. District has received specific student examples of this concern.</p> <p>There were 4 students at Halliwell have been identified as having expired IEPs in place due to various reasons. One reason being that they were told not to write IEPs until the WIAT II testing was completed. District has received specific student examples of this concern. No documentation of parent agreement in regards to this stipulation was seen. RI Regulations Subpart D</p>		<p>IEP's will be updated annually. New assessment information for an IEP team's consideration will be forwarded to the IEP team upon completion. The IEP team will then reconvene to determine whether any portion of the IEP needs to be updated and/or revised accordingly. Immediately and ongoing. Progress check : June 2009</p> <p>IEP's will be updated annually. New assessment information for an IEP team's consideration will be forwarded to the IEP team upon completion. The IEP team will then reconvene to determine whether any portion of the IEP needs to be</p>	<p>Progress monitoring is presently being done through Skills Tutor; pre and post assessments will be completed on an annual basis. Mid term check ups will e done 2-3 times during the year.</p> <p>Special educator support for RTI has not compromised specialized instructional services.</p> <p>Roles and responsibilities were redrafted for school social worker, school psychologist, team</p>
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		Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements.		<p>updated and/or revised accordingly. Immediately and ongoing. Progress check : June 2009</p>	<p>chair, and special educator. Presently undergoing administrative review</p> <p>Compliance checklists were developed to serve as a check and balance for compliance monitoring.</p> <p>Dates and time lines for the IEP process have been prioritized, monitored by PPST Director and building administrators through paper charts completed by case managers with IEP due dates, re-evaluation dates, services received, etc.</p> <p>Gap analysis presently being completed for district wide implementation of comprehensive IEP software system and RTI software system through TieNet.</p>
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					TieNet IEP software will be utilized by building administrators and PPST office to track and monitor compliance efforts
Performance	3	Throughout the district progress reporting has been a challenge for some due to the new IEP process. Forms were devised to support progress reporting and then were changed. This frustrated staff because they were given mixed messages.	Interviews Document Review		
Performance	4	Adaptive Physical Education (APE) teachers at the elementary level have requested an updated Test of Motor Evaluations. This would support their assessment of students who are eligible for APE services	Interviews Document Review		
Compliance	5	<p>At the middle level the lack of a formalized building based special education leadership/ oversight structure impacts the systemic approach to facilitate clear special education protocols and procedures as mandated by IDEA (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements). See specific examples below. Note this finding is repeated in the high school findings (see next box in this section).</p> <p>At the middle level reevaluation procedures and protocols are not being facilitated as directed by IDEA. Staff have informal discussions (not documented) regarding students and direct their recommendations for the reevaluation to the central office special education support staff to manage. Reevaluation decisions are not being discussed through the IEP meeting process. The documentation for parental consent, decision to reevaluate and or not, along</p>	Interviews Document Review	Special education leadership/oversight will be assigned to the building administrator at the building level. The ET chair and PPST director will provide technical assistance as needed. The administrative team will be provided with technical assistance in IEP/special education consumer skills on an on-going basis. ET chair duties and responsibilities will be reviewed and assessed. IEPs will be reviewed and assessed by IEP team, case manager, and service provider for attainment of goals. Exit criteria will be established district wide. ET will conduct any necessary and/or	<p>FBA's completed through team process by School Social worker and/or school psychologist.</p> <p>FBA's completed as preventative means for intervening services.</p> <p>School psychologist serves as technical assistant for scoring, interpretation, and testing administration at all levels.</p>

		<p>with the evidence of decision was not provided with the students central file and or through the site review. JK 1,2,3,4. (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p> <p><u>Exiting Specialized Instruction and Supports</u> Faculty are unclear regarding the process and procedures for exiting students from special education. As an example special educators have been directed to use the Evaluation Team to determine exiting eligibility versus the IEP Team. JK 1,3</p> <p><u>Functional Behavioral Assessment (FBA)</u> Faculty at the middle school currently do not use the FBA process as in intervention and were unclear regarding the process and IDEA requirements of facilitating an FBA.</p> <p>Additionally faculty requested more information regarding positive behavioral supports and interventions (PBIS) opportunities and support. JK 1,3 (ED determination prior to the new IDEA regs)</p> <p>Students requiring direct Adaptive Physical Education (APE) services and supports per their IEP are currently not receiving them. District has received specific student examples of this concern.</p>		<p>required assessments to determine continued eligibility and/or exit from services requested by the IEP team. Clinical team will formalize the FBA/BIP process. The administrative team will employ FBA and BIP development for preventive as well as positive behavioral interventions. Positive behavioral supports will be contracted services less any services the district cannot provide internally. Consideration for formal positive behavioral system approaches will be made at the building and district level, including need for continued technical assistance or professional development. APE services specified within a student's IEP will be provided Immediately and ongoing. Progress check : November 2009</p>	<p>Parental consent still needs to be obtained.</p>
Performance/ Compliance	6	<p>At the high school level the duties of the department chair are divided between the high school administration and the special education director (according to the high school principal and special education director). It is an informally articulated assignment of duties so there is significant room for confusion about whom to go to for clarification. Special education requests/needs appear to go directly to the district special education director as opposed to building based administration. Special educators would greatly</p>	Interviews	<p>Special education leadership/oversight will be assigned to the building administrator at the building level. The ET/TST chair and PPSD director will provide technical assistance as needed. The administrative team will be provided with technical assistance in</p>	<p>Compliance issues were formalized in writing by memo to staff and revising the job descriptions and roles and responsibilities for special educators and team chair</p>

	<p>benefit from a clearly articulated protocol for building based special education oversight. This lack of formalized building based special education leadership/ oversight affects the special educator's abilities to be compliant with their IDEA responsibilities. Please see the next four findings (as well as the transition section) to illustrate the need for clarity of building based special education oversight.(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p> <p>1.) One of the high school records reviewed was expired. At the high school there was no new IEP. The team was unclear as to why this occurred.</p> <p>2.) Another high school student's newly drafted IEP was reviewed as the prior IEP had expired. The IEP was missing several key elements (most recent evaluation data/information, next evaluation date, no date for summary of performance, no meeting date nor is there an IEP effective date, (note: ESY was checked off as something the student needed although this turned out not to be the case). There were no (zero) goals written for any targeted areas (writing, math, self-advocacy and organization). This draft IEP was presented to the parent for review who naturally was most dismayed at the draft. An overall lack of school-based special education oversight is clearly evident in this example.</p> <p>3.) At the high school in the Life Skills class there is a 7<sup>th</sup> grade student (14 years old) in the class. There is no age waiver on file with the RI Department of Education for this student to be in the high school program. The student does attend electives at the middle school but his educational program is at the high school.</p>	<p>SW2</p> <p>Interviews Records SW3</p> <p>Interviews Observation</p>	<p>IEP/special education consumer skills on an on-going basis. ET chair duties and responsibilities will be reviewed and assessed. IEPs will be reviewed and assessed by IEP team, case manager, and service provider for attainment of goals. Exit criteria will be established district wide. ET will conduct any necessary and/or required assessments to determine continued eligibility and/or exit from services requested by the IEP team. IEPs will be updated annual prior to the IEPs expiration. All documentation of the IEP process per building level will be forwarded to the PPSD office. Appropriate meeting notices will be provided in accordance with any necessary time lines. Building principals will case management information for case managers at the beginning of each school year – within the first two weeks of school for compliance monitoring at the building level. Appropriate documentation will be sought for age span waiver from parents with students within the FLS program and forwarded to the PPSD director. PPSD director will provide RIDE with written notification of this process. IEPs goals will be written for each need specified. Goals and objectives will be written in measureable terms. Progress monitoring will be taken throughout</p>	<p>respectively.</p> <p>Team chair assigned to HS every Tuesday.</p>
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		<p>4.) At the high school one student interviewed had recently had an IEP meeting (the week before the review). The student was told by the teacher that the meeting was “busy” and, hence, they “forgot” to ask her to attend the meeting. The student stated that she would have liked to attend. This was confirmed. The student was unaware of what transpired at her IEP meeting. RI Regulations, Section 300.320.</p> <p>Formal feedback on progress is received and specific general education teachers are targeted as appropriate for their individual students meetings. General education teachers receive a memo in their box for upcoming IEP meeting</p>	Interviews SW1	the year and reported to parents appropriately Progress monitoring in-service training will be provided. Immediately and ongoing. Progress check : November 2009	
Performance	7	<p>Faculties’ perception of eligibility determination for extended school year (ESY) varied from being determined by the IEP team to central office determination to services being predetermined. The Pupil Personnel Director has addressed this issue via a memo to staff.</p>	Interviews		
Performance	8	<p>Rhode Island Department of Education Due Process Information</p> <p>During the 2008 calendar year North Smithfield Public school had no (zero) complaints, mediations, resolution sessions or hearings. The Pupil Personnel Director reported working with families to resolve concerns internally. This was supported by parent interviews.</p>	State Performance Plan (SPP) review		



4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	At the elementary level, each school reports making an effort to support school-to-school structured transition activities.	Interviews		
Performance	2	At the middle school transition activities and planning occurred, currently planning for upcoming 5 <sup>th</sup> graders to the middle school and 8 <sup>th</sup> graders to the high school is in the discussion stages. Specific plans were unknown at the time of the review.	Interviews		
Performance	3	At the middle level special educators with students who are or who may be turning 14 years of age and have IEPs are utilizing the Way to Go RI along with TPI (Transition Planning Inventory) and have started to align transition outcomes within the new IEP. This process is emerging.	Interviews		
Performance/ Compliance	4	At the high school some of the resource teachers and the Life Skills teacher have received direct training in Ten Sigma. These teachers then led a training for all special educators. According to administration, the originally trained individuals are the ones responsible for facilitating Ten Sigma to all students. According to some of the	Interviews High School Records Reviewed	Transition activities will be reviewed and assessed. Case managers and service providers will complete all necessary and appropriate transition activities. Special education staff will be provided with technical	PPSD Dept mtgs now serve as the basis from training/introducing all transition assessment

		special educators each case manager is responsible for facilitating their own vocational assessment process. It is also a highly inconsistent process as no vocational assessments were seen in the files for the students selected for record reviews (RI Regulations 300.320(b)(1).		assistance on transition related activities grades 6-12. On-going transition related in-service trainings will be provided accordingly. Immediately and ongoing. Progress check : November 2009	information for all secondary staff. Jane Slade will be presenting TPI in-service training during December
Performance	5	Students in the life skills class also work with a job coach and participate in a variety of work placement opportunities. These experiences involve career awareness/exploration working towards independent work experiences. Volunteer sites include but are not limited to the following: Grocery Store Library Daycare Wright's Dairy Paint Store Burger King	Interviews		
Performance	6	At the high school there is a transition binder that outlines some typical activities/transition activities that could occur in various grades.	Interviews		